

Audio/Video Production I

Level: 2

Career Cluster: Media Arts

Program: Media Production and Broadcasting

Pathway: Cinematography and Film/Video Production

Course Catalog Description

Introduces students to digital audio, video, and film production through career exploration, industry practices, safety and ethics, hands-on production projects, and foundational skills in scripting, digital capture, non-linear editing, cloud-based collaboration, media asset management, teamwork, and media evaluation.

Summary

This course introduces students to the digital audio, video, and film production industry through career exploration, foundational technical skill development, and hands-on production experiences. Students examine industry roles, postsecondary pathways, current trends, safety expectations, and legal and ethical responsibilities while building essential professional skills such as collaboration, planning, time management, file organization, and constructive feedback. Using digital production equipment, editing platforms, and cloud-based workflow tools, students create audio and video projects that develop skills in scripting, digital production workflows, camera and audio fundamentals, non-linear editing, pre-production planning, teamwork, post-production evaluation, and online publishing. Emphasis is placed on studio broadcasting, digital storytelling, news production, and small-group media projects that prepare students for continued study and future careers in digital media production.

Notes

The revised course reflects a shift from the original A/B model to a more structured, standards-aligned framework with clearly defined student learning outcomes. While the original course focused primarily on foundational production skills such as basic filming, audio, and editing techniques, the updated version expands these into a more comprehensive sequence that integrates pre-production planning, teamwork, workflow management, and digital media practices across all phases of production. The new course also strengthens alignment with current CTE expectations by incorporating portfolio development, leadership, work-based learning, and a final assessment project, emphasizing real-world application and professional skill development. Overall, the update transitions from a basic skills-focused course to a more cohesive, project-based model that better prepares students for continued study and careers in media production.

Student Learning Outcomes

1. Career Exploration and Postsecondary Opportunities

Objective: *Students will explore and analyze career pathways in cinematography and film/video production by examining industry roles, tools, work environments, professional expectations, legal and ethical considerations, certifications, and Colorado postsecondary education options in order to make informed academic and career decisions.*

- 1) Identify employment opportunities in various fields with a focus in the area of cinematography and film/video production
 - a. Recognize the work typically performed, tools and technology used, and nature of work environments
 - b. Identify potential certifications within the careers
 - c. Find membership organizations associated with the careers
 - d. Understand the necessary education associated within the careers
- 2) Define professionalism within the context of cinematography and film/video production
 - a. Criticism and evaluation
 - b. Presentation
 - c. Assessment
- 3) Recognize laws, regulations, and ethics significant to the fields of cinematography and film/video production
- 4) Identify postsecondary opportunities offered in the state of Colorado
 - a. Technical college, community college, 4-year institutions
 - b. Certificates, associates, bachelor, and advanced degree opportunities

2. Evolution and Current Trends in Digital Audio and Video Production

Objective: *Students will examine the evolution of the audio and video production industry by summarizing its historical development, analyzing current digital media trends, and explaining how emerging technologies, online platforms, and digital tools are shaping production methods and future career opportunities.*

- 5) Summarize the history and evolution of the audio and video production industry.
- 6) Analyze current industry trends shaping audio, video, and digital media production.
- 7) Explain how emerging technologies are influencing production methods and career opportunities.

3. Safety and Workplace Practices

Objective: *Students will apply safety and workplace best practices by identifying risks, following personal and production-site safety procedures, responding appropriately to emergencies, and demonstrating responsible equipment handling and situational awareness in studio and on-location environments.*

- 8) Apply personal and workplace safety rules and regulations in studio and on-location environments.

- 9) Demonstrate appropriate responses to emergency procedures.
- 10) Analyze potential safety risks associated with working on location and in production environments.
- 11) Explain the importance of safe equipment handling and situational awareness.

4. Ethics, Law and Responsible Media Creation

Objective: *Students will evaluate and demonstrate ethical and responsible media practices by applying copyright, fair use, trademark, and privacy laws; respecting intellectual property; collaborating ethically; and analyzing the social impact, credibility, and accuracy of audio and video media.*

- 12) Demonstrate ethical conduct when collaborating with others and giving proper credit for creative work.
- 13) Apply copyright, fair use, trademark, and personal privacy laws to audio and video projects.
- 14) Model respect for intellectual property in all stages of production.
- 15) Analyze the ethical and social impact of audio and video media on society.
- 16) Evaluate audio and video products for accuracy, credibility, and validity.

5. Efficiency, Planning and Professional Skills

Objective: *Students will apply professional planning and workflow strategies by managing time effectively, using digital tools to increase productivity, monitoring progress, and adjusting production processes to meet project goals and deadlines.*

- 17) Apply planning and time-management strategies to meet production deadlines.
- 18) Use digital technology and tools to increase efficiency and productivity.
- 19) Monitor progress and adjust workflows as needed to improve outcomes.

6. Foundations of Audio, Video and Film Production

Objective: *Students will analyze foundational concepts of audio, video, and film production by examining industry structure, historical milestones, evolving technologies, audience impact, and appropriate professional terminology used in media production.*

- 20) Explain the structure, purpose, and scope of the audio, video, and film industries.
- 21) Describe key historical moments and technological shifts in media production.
- 22) Analyze how changing technology impacts production processes and audience experience.
- 23) Apply industry terminology accurately in discussions and project work.

7. Audio Production Fundamentals

Objective: *Students will apply fundamental audio production concepts by analyzing audio formats, scripts, microphone types, signal tools, and musical elements to plan and create audio content that supports clear communication and emotional impact.*

- 24) Identify common audio types, tapeless workflows, and file formats.
- 25) Analyze key elements of effective audio scripts.

- 26) Write an original audio script using appropriate structure and conventions.
- 27) Explain how music styles influence emotion and audience perception.
- 28) Identify microphone types, pickup patterns, audio cables, and connectors.

8. Video Production Fundamentals

Objective: *Students will apply foundational video production techniques by developing basic scripts, identifying formats and workflows, distinguishing analog and digital media, understanding cabling, and using core cinematography principles to support visual storytelling.*

- 29) Identify key elements of effective video scripts.
- 30) Write a basic video script appropriate for a short production.
- 31) Identify video formats, tapeless workflows, and file types.
- 32) Distinguish between analog and digital video formats.
- 33) Explain common video cables and connectors used in production environments.
- 34) Describe foundational videography techniques, including composition, focus, camera movement, exposure, and white balance.

9. Editing and Digital Media Platforms

Objective: *Students will explain and apply foundational digital editing concepts and media platforms by comparing linear and non-linear systems, using common software features, managing digital files and assets, applying basic accessibility practices such as captions, and understanding resolution and export standards used in modern media production.*

- 35) Explain the differences between linear and non-linear editing systems.
- 36) Use basic features of digital audio and video editing platforms to organize, edit, and refine media projects.
- 38) Describe common digital resolution standards, including standard definition and high definition.
- 37) Demonstrate basic digital asset management by naming, organizing, storing, and retrieving media files using appropriate folder structures and workflow conventions.

10. Pre-Production Planning and Teamwork

Objective: *Students will plan and manage pre-production processes collaboratively by developing scripts and digital production documents, creating timelines and budgets, using shared workflow tools, responding to feedback, tracking progress, and fulfilling assigned team roles to prepare for successful production.*

- 38) Design and implement procedures to track timelines, trends, and production progress.
- 39) Respond constructively to feedback from peers and professionals.
- 40) Create basic technology specifications for a production.
- 41) Monitor process and product quality using established criteria.
- 42) Develop a script and identify resources needed to initiate production.
- 43) Identify budgeting considerations for cast, crew, equipment, and locations.
- 44) Analyze the role of script breakdowns and storyboards in production planning.

45) Identify and participate in assigned team roles during production.

11. Casting, Resources and Production Readiness

Objective: *Students will analyze and prepare production resources by identifying casting, crew, equipment, and location needs and explaining basic casting and audition processes required for production readiness.*

46) Identify cast, crew, equipment, and location requirements for a scripted production.

47) Explain basic casting and audition processes.

12. Post-Production Evaluation and Distribution

Objective: *Students will evaluate completed productions and analyze digital distribution strategies by using digital tools to assess quality, applying basic accessibility features such as captions, researching audience demographics and platforms, and examining marketing, promotion, and revenue models used in online media distribution.*

48) Use digital tools to evaluate production processes and final products against established criteria.

49) Research and analyze methods for distributing and promoting media products, including:

- a. Target audiences
- b. Demographics
- c. Distribution platforms
- d. Advertising and revenue models
- e. Audience analysis
- f. Media distribution awareness
- g. Marketing fundamentals

13. Portfolio Development

Objective: *Students will develop and present a digital audio/video production portfolio by organizing completed projects that showcase technical skills, creative decision-making, and understanding of production workflows.*

50) Collect and organize completed audio and video projects using appropriate file formats, naming conventions, and folder structures.

51) Select portfolio artifacts that demonstrate foundational production skills in scripting, filming, editing, and collaboration.

52) Present portfolio work through a digital portfolio platform to communicate project purpose, technical choices, workflow documentation, and areas for continued growth.

14. Leadership

Objective: *Students will demonstrate leadership in audio/video production environments by collaborating effectively, fulfilling production roles, and contributing to professional and productive team workflows.*

53) Demonstrate leadership behaviors such as responsibility, communication, and collaboration during production activities.

- 54) Contribute to team-based productions by supporting assigned roles, meeting deadlines, and participating in shared goals.
- 55) Participate in critique and feedback processes to improve individual and team outcomes.

15. Work-Based Learning

Objective: *Students will apply technical and professional skills through work-based learning experiences that connect classroom production work to real-world media industry expectations.*

- 56) Participate in work-based learning experiences such as client-based projects, production scenarios, or guest speaker interactions.
- 57) Demonstrate workplace readiness skills including communication, time management, collaboration, and professional behavior.
- 58) Reflect on work-based learning experiences to evaluate technical growth, transferable skills, and career interests.

16. Final Assessment Project

Objective: *Students will complete a culminating audio/video production project that demonstrates technical proficiency, creative problem-solving, and the ability to follow a structured production workflow.*

- 59) Plan and produce a final audio/video project that includes pre-production, production, and post-production processes.
- 60) Present the completed project and explain production decisions, technical choices, and intended audience using appropriate industry terminology.

17. Career and Technical Student Organizations

Objective: *Using the CTSO Resource Document, chapter activities will provide some of the best opportunities CTSO members will have to learn by doing. A successful program of work creates a positive learning atmosphere in the classroom. CTSO members learn how to accept responsibility, work as a team, manage a budget, and handle success and failure. Per the CTE Admin Handbook, CTSOs are embedded into curriculum.*

Professional Development

Prepare each member for entry into the workforce and provide a foundation for success in a career. Becoming a professional does not stop with acquiring a skill, but involves an increased awareness of the meaning of good citizenship and the importance of labor and management in the world of work.

Community Service

Promote and improve goodwill and understanding among all segments of the community through services donated by CTSO chapters, and to instill in its members a lifetime commitment to community service.

Business and Industry Connections

Increase awareness of quality job practices and attitudes, and increase the opportunities for employer engagement and eventual employment.

Financial Leadership

Plan and participate in activities to allow all members to carry out the chapter's projects. Educate members on their own personal finance for current and future success.

Public Relations

Make the general public aware of the good work that students in career and technical education are doing to better themselves and their community, state, nation, and world.

Social Activities

To increase cooperation in the school and community through activities that allow CTSO members to get to know each other in something other than a business or classroom setting.

Academic Standards Alignment

Colorado CTE courses are required to integrate academic and essential skills into course content. The following academic standards have been identified as aligned to this course and should be integrated throughout instruction.

[CO CTE Academic Standards Resources](#) (Rubrics, integration strategies, etc)

[CDE Colorado Academic Standards Online](#) (Online standards lookup tool)

Note: Mathematics and Science standards will be added in the future. Visit the [Colorado Academic Standards](#) page for the most current version.

Reading, Writing and Communicating Crosswalk

Course: Audio/Video Production I

Colorado Academic Standards – Reading, Writing and Communicating

Standard	Prepared Graduate Competency	Description	Course Evidence / Alignment
Standard 1: Oral Expression and Listening	Prepared Graduate 1 – Collaboration	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.	Students collaborate in production teams, follow verbal directions on set, participate in critiques, and contribute ideas during audio and video production projects.
Standard 1: Oral Expression and Listening	Prepared Graduate 2 – Oral Presentations	Deliver effective oral presentations for varied audiences and varied purposes.	Students present project concepts, production plans, and completed audio/video projects to peers and instructors.
Standard 2: Reading for All Purposes	Prepared Graduate 4 – Informational Texts	Read a wide range of informational texts to build knowledge and to better understand the human experience.	Students read and apply informational texts such as scripts, storyboards, shot lists, equipment manuals, and safety guidelines.

Standard 2: Reading for All Purposes	Prepared Graduate 5 – Language in Context	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	Students use appropriate media production vocabulary and adapt language for technical, creative, and audience- focused communication.
Standard 3: Writing and Composition	Prepared Graduate 7 – Informational Writing	Craft informational/explanatory texts using techniques specific to the genre.	Students write scripts, production notes, reflections, and documentation explaining audio and video production processes and decisions.
Standard 3: Writing and Composition	Prepared Graduate 9 – Writing Process	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.	Students revise scripts and written documentation and refine multimedia projects to produce clear, coherent, and polished final products.
Standard 4: Research Inquiry and Design	Prepared Graduate 10 – Research and Ethics	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.	Students research topics, media techniques, and sources; evaluate information; and apply ethical practices including copyright, fair use, and media attribution.

Free Resource Links

1. Career Exploration and Postsecondary Opportunities

- My Next Move (audio/video careers, job duties, education pathways)
<https://www.mynextmove.org/>
- CareerOneStop – Film and Video Careers (career pathways, certifications, training programs)
<https://www.careeronestop.org/>
- Bureau of Labor Statistics – Film and Video Editors (job outlook, work environments, wages)
<https://www.bls.gov/ooh/media-and-communication/film-and-video-editors.htm>
- Film Independent (media careers, professional development, industry resources)
<https://www.filmindependent.org/>

2. Evolution and Current Trends in Audio and Video Production

- PBS MediaShift (media evolution, digital trends, emerging technologies)
<https://www.pbs.org/mediashift/>
- No Film School – Industry Trends (current production trends, technology changes)
<https://nofilmschool.com/>
- MusicTech (audio production trends, digital tools, industry changes)
<https://musictech.com/>
- Adobe Blog – Video and Audio (modern workflows, creative technology trends)
<https://blog.adobe.com/>

3. Safety and Workplace Practices

- OSHA – Entertainment Industry Safety (workplace safety, hazard prevention)
<https://www.osha.gov/entertainment>
- Production Safety Institute (on-set safety practices, emergency procedures)
<https://www.productionsafety.com/>
- Film Set Safety (location safety, equipment handling, risk awareness)
<https://www.filmtvsafety.com/>
- Stage Directions – Production Safety (crew safety, best practices)
<https://www.stage-directions.com/>

4. Ethics, Law and Responsible Media Creation

- Creative Commons (copyright, licensing, attribution)
<https://creativecommons.org/>
- U.S. Copyright Office – Education Resources (copyright law, fair use)
<https://www.copyright.gov/education/>
- MediaSmarts (media ethics, credibility, responsible storytelling)
<https://mediasmarts.ca/>
- Stanford Copyright and Fair Use Center (ethical media use, copyright guidance)
<https://fairuse.stanford.edu/>

5. Efficiency, Planning and Professional Skills

- Trello Guides (project planning, timelines, workflow management)
<https://trello.com/guide>
- Google Applied Digital Skills (productivity tools, digital workflow skills)
<https://applieddigitalskills.withgoogle.com/>
- Notion Help Center (organization, documentation, planning)
<https://www.notion.so/help>
- MindTools – Time Management (planning strategies, productivity skills)
<https://www.mindtools.com/time-management>

6. Foundations of Audio, Video and Film Production

- StudioBinder Film Production Basics (industry structure, terminology, workflows)
<https://www.studiobinder.com/film-production/>
- CrashCourse – Film Production (media foundations, historical context)
<https://www.youtube.com/@crashcourse>
- BFI Education (film and media history, industry overview)
<https://www.bfi.org.uk/education-research>
- BBC Bitesize – Film and Media (media concepts, professional vocabulary)
<https://www.bbc.co.uk/bitesize>

7. Audio Production Fundamentals

- Shure Audio Institute (microphones, pickup patterns, audio basics)
<https://www.shure.com/en-US/shure-audio-institute>
- Audacity Tutorials (audio recording, editing, file formats)
<https://manual.audacityteam.org/>
- SoundGym (critical listening, audio fundamentals)
<https://www.soundgym.co/>
- BBC Academy – Sound Basics (audio storytelling, sound fundamentals)
<https://www.bbc.co.uk/academy>

8. Video Production Fundamentals

- StudioBinder – Cinematography Basics (composition, camera movement, exposure)
<https://www.studiobinder.com/blog/>
- Film Riot (videography techniques, camera basics)
<https://www.youtube.com/@FilmRiot>
- No Film School – Video Basics (digital video workflows, shooting techniques)
<https://nofilmschool.com/>
- BBC Academy – Camera and Video (camera techniques, production fundamentals)
<https://www.bbc.co.uk/academy>

9. Editing and Digital Media Platforms

- DaVinci Resolve Training (linear and nonlinear editing, resolution standards)
<https://www.blackmagicdesign.com/products/davinciresolve/training>
- Adobe Premiere Pro Tutorials (editing tools, workflows, media platforms)
<https://helpx.adobe.com/premiere-pro/tutorials.html>
- Apple Final Cut Pro Resources (nonlinear editing concepts)
<https://support.apple.com/final-cut-pro>
- MusicRadar – Editing Guides (editing platforms, workflow comparisons)
<https://www.musicradar.com/>

10. Pre-Production Planning and Teamwork

- StudioBinder Preproduction Guides (storyboards, shot lists, planning documents)
<https://www.studiobinder.com/blog/pre-production-film/>
- RocketJump Film School – Preproduction (team roles, planning strategies)
<https://www.youtube.com/@RJFilmSchool>
- BFI Filmmaking Guides (production planning, collaboration)
<https://www.bfi.org.uk/film-academy>
- PBS Producing Basics (workflow planning, production roles)
<https://www.pbs.org/education/>

11. Casting, Resources and Production Readiness

- Backstage – Casting Basics (auditions, casting processes, actor selection)
<https://www.backstage.com/>
- StudioBinder – Casting and Crew Planning (resource planning, roles)
<https://www.studiobinder.com/blog/>
- No Film School – Casting Guides (casting fundamentals, preparation)
<https://nofilmschool.com/>
- Wrapbook – Production Staffing (crew roles, production readiness)
<https://www.wrapbook.com/blog>

12. Post-Production Evaluation and Distribution

- YouTube Creator Academy (distribution platforms, audience engagement)
<https://creatoracademy.youtube.com/>
- Vimeo Video School (video distribution, evaluation, publishing strategies)
<https://vimeo.com/blog/category/video-school>
- PBS Student Reporting Labs (media evaluation, audience analysis)
<https://studentreportinglabs.org/>
- HubSpot – Video Marketing Basics (distribution models, promotion fundamentals)
<https://blog.hubspot.com/marketing/video>

13. Portfolio Development

- SoundCloud (audio/video portfolio sharing, publishing projects)
<https://soundcloud.com/>

- Adobe Portfolio (digital portfolio creation, professional presentation)
<https://portfolio.adobe.com/>
- Behance (creative portfolios, media project examples)
<https://www.behance.net/>
- Google Sites (portfolio websites, digital publishing)
<https://sites.google.com/>

14. Leadership

- MindTools – Leadership Skills (communication, teamwork, decision-making)
<https://www.mindtools.com/>
- SkillsYouNeed – Leadership and Teamwork (collaboration, interpersonal skills)
<https://www.skillsyouneed.com/leadership/>
- Edutopia – Student Leadership (teamwork, project collaboration)
<https://www.edutopia.org/topic/student-leadership>
- LinkedIn Learning Blog (professional communication, workplace leadership)
<https://www.linkedin.com/business/learning/blog>

15. Work-Based Learning

- CareerOneStop (career readiness, workplace experiences)
<https://www.careeronestop.org/>
- Advance CTE – Work-Based Learning Toolkit (industry connections, WBL strategies)
<https://careertech.org/work-based-learning>
- NACE Career Readiness Competencies (employability skills, workplace expectations)
<https://www.naceweb.org/career-readiness/competencies/>
- PBS LearningMedia – Workplace Skills (communication, collaboration, real-world application)
<https://www.pbslearningmedia.org/>

16. Final Assessment Project

- Adobe Creative Cloud Tutorials (production workflows, editing tools)
<https://helpx.adobe.com/creative-cloud/tutorials-explore.html>
- Canva Design School (storytelling, presentation, media projects)
<https://www.canva.com/learn/>
- YouTube Creator Academy (publishing, audience engagement, video production)
<https://creatoracademy.youtube.com/>
- TED-Ed Student Talks (presentation skills, explaining ideas clearly)
https://ed.ted.com/student_talks



Technology Student Association – National Competitive Events

Digital Video Production

Objective: Students will plan, produce, document, and present an original digital video that meets TSA Digital Video Production requirements for storytelling, technical production, copyright compliance, and interview presentation.

- Research the annual TSA Digital Video Production theme and develop an original video concept.
- Analyze the story, audience, purpose, visual style, sound needs, and production requirements before filming.
- Create a storyboard, script, shot list, production schedule, or resource plan that guides the production process.
- Capture original video and audio using appropriate camera operation, composition, focus, tripod movement, exposure, white balance, microphones, and sound techniques.
- Edit the production using appropriate pacing, transitions, sound, titles, graphics, and visual storytelling techniques.
- Document the production through a portfolio that includes purpose, storyboard, script, hardware/software list, references, permissions, consent forms, and work log.
- Participate in an interview explaining the video concept, production process, technical decisions, creative choices, and theme connection.

Resources

- Technology Student Association – Digital Video Production competition guidelines
<https://tsaweb.org/competitions-programs/tsa/themes-problems>
- Adobe Premiere Pro – Video editing and production tools
<https://www.adobe.com/products/premiere.html>
- DaVinci Resolve – Video editing, color, audio, and post-production tools
<https://www.blackmagicdesign.com/products/davinciresolve>
- YouTube Creator Academy – Video production and storytelling resources
<https://www.youtube.com/creators/>



Technology Student Association – National Competitive Events

On Demand Video

Objective: Students will work as a production team to create, edit, and submit an original short film during an on-site TSA challenge using required criteria revealed at the event orientation.

- Analyze the on-site video prompt, required criteria, filming restrictions, deadline, and submission procedures.
- Plan a short film concept that incorporates the required props, dialogue, topic, idea, or other event criteria.
- Assign production roles related to directing, camera operation, audio recording, editing, acting, production management, and file submission.
- Capture original footage and audio in approved locations while following TSA conduct, safety, copyright, and filming restrictions.
- Edit the footage into a complete short video using effective pacing, transitions, sound, titles, and visual storytelling.
- Submit the completed video hyperlink and required copyright checklist according to event procedures.
- Evaluate the final film using TSA criteria for creativity, communication, production quality, adherence to requirements, and overall impact.

Resources

- Technology Student Association – On Demand Video competition guidelines
<https://tsaweb.org/competitions-programs/tsa/themes-problems>
- Adobe Premiere Pro – Video editing tools
<https://www.adobe.com/products/premiere.html>
- DaVinci Resolve – Video editing, color, audio, and post-production tools
<https://www.blackmagicdesign.com/products/davinciresolve>
- Canva – Storyboarding, planning, and production graphics
<https://www.canva.com/>



Technology Student Association – National Competitive Events

STEM Mass Media

Objective: *Students will research, write, produce, and revise STEM-focused news content that informs a public audience in alignment with TSA STEM Mass Media competition requirements.*

- Research the annual STEM Mass Media theme and identify the key information needed for an informative news story.
- Develop a clear story angle, audience focus, and communication purpose for a broadcast-style media product.
- Write news copy, interview questions, narration, or anchor scripts that explain technical information accurately and accessibly.
- Produce a digital news broadcast using appropriate visuals, audio, interviews, narration, graphics, and editing.
- Apply TV studio or news production practices such as crew roles, scripting, timing, camera work, sound, and audience awareness.
- Create a digital news story or article that synthesizes background information, interview details, and evidence.
- Evaluate the final media product using TSA criteria for accuracy, organization, creativity, communication, and technical quality.

Resources

- Technology Student Association – STEM Mass Media competition guidelines
<https://tsaweb.org/competitions-programs/tsa/themes-problems>
- NPR Training – Journalism, audio, and storytelling resources
<https://training.npr.org/>
- Poynter – Journalism and media literacy resources
<https://www.poynter.org/>
- Canva – News graphics and presentation design tools
<https://www.canva.com/>